

		OBSERV	ATION FORM		
Candidate Name:		Candidate ID Number:	Evaluator Name:	☐University Supervisor	
				☐ Cooperating Teacher	
Date of Observation:		Time of Observation:	Observation Number:	☐ Junior Field	
				☐ Graduate Practicum	
				☐ Student Teaching	
Conten	t Area:	School:	Grade Level:	TWS Observation	
				☐ Yes	
				□ No	
Instruc	tions:				
	servation				
1.		of observation and post-obse		bi a a	
2.			least 24 hours before observa		
3.	3. If any major concerns are identified in the lesson plan, communicate needs for revision as soon as possible.				
During	the Observation				
4. Observe teaching long enough to provide feedback on all components.					
5.					
	sections of the relevant Domain II or III component.				
6.				ndidate's performance (whole	
	points only). To establish an overall score for the component, select the minimum level observed. For example, if				
	a candidate is rated in both the Needs Improvement and Sufficient levels, the overall score would be Needs				
	Improvement. Scores of Sufficient (2) or Proficient (3) are considered appropriate for student teaching;				
	qualitative feedback for these scores is strongly encouraged.				
7.	If a score of Needs Ir	nprovement (1) is recorded, v	you must provide sufficient qua	litative evidence in the comment	
	box to support the ra	ating.			
8.			n, a qualitative comment should	be included to explain why the	
	descriptor is not app	licable.			

Post-observation

- 9. A post-observation feedback session should be held the same day as the observation.
- 10. Have the candidate explain the effectiveness of the lesson and suggestions for future improvement.
- 11. Provide actionable feedback to the candidate, including two specific goals for improvement.
- 12. Provide a copy of the completed Observation Tool to the candidate.
- 13. Submit a typed copy of the completed Observation Tool to the Field Placement Coordinator.

Domain II: The Classroom Environment

	Needs Improvement (1)	Sufficient (2)	Proficient (3)
2a: Creating an	☐ Candidate creates an	☐ Candidate creates an	☐ Candidate creates an
Za: Creating an Environment of Respect and Rapport Elements:	environment in which classroom interactions (candidate-students and among students) are generally negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Candidate generally does not respond to disrespectful behavior.	□ Candidate creates an environment in which classroom interactions (candidate-students and among students) generally demonstrate caring and respect. □ Interactions are generally appropriate to the ages, developmental levels, and cultures of the students. InTasc: 3a, c, d, e, f, k, l	□ Candidate creates an environment in which classroom interactions (candidate-students and among students) consistently demonstrate caring and respect. □ Interactions are consistently appropriate to the ages, developmental levels, and cultures of the students. □ Candidate proactively establishes a positive learning environment that results in students demonstrating respect for each other and the candidate.
Score for 20	Commonts for Jo.		InTasc: 2d, h, j, k; 3a, c, d, e, f, h, j, k, l1
Score for 2a:	Comments for 2a:		
2b: Establishing a Culture for Learning Elements: Importance of the content Expectations for learning and achievement Student pride in work	☐ Candidate does not establish an effective culture for learning. ☐ The candidate's attitude toward content is generally negative and expectations for student learning are low.	☐ Candidate establishes an effective culture for learning by generally modeling the importance of content and conveying high learning expectations for most students. InTasc: 5a, d, g, o	☐ Candidate establishes an effective culture for learning by consistently modeling the importance of content and conveying high learning expectations for all students. ☐ Students also demonstrate a consistent commitment to the learning tasks and appear to be motivated toward completing high-quality work.
Score for 2b:	Comments for 2b:		1

	Needs Improvement (1)	Sufficient (2)	Proficient (3)
2c: Managing Classroom	☐ Candidate inconsistently	☐ Candidate generally	☐ Candidate consistently
Procedures	creates and implements	creates and implements	creates and implements
Troccaures	classroom routines and	classroom routines and	classroom routines and
Elements:	procedures that lead to	procedures that lead to	procedures that lead to
Management	effective use of time and	effective use of time and	effective use of time and
of Instructional	materials.	materials.	materials.
Groups	materials.	materials.	materials.
Management	☐ Candidate inadequately	☐ Candidate arranges and	☐ Candidate arranges and
of Transitions	arranges and mismanages	manages instructional groups	manages instructional groups
Management	instructional groups.	that are only partially	that are productive and fully
of materials	mod detional groups.	appropriate to the students	appropriate to the students
and supplies	☐ Students do not generally	or only moderately successful	and the instructional
Performance	follow routines.	in advancing the instructional	purposes of the lesson.
of non-		outcome of the lesson.	[' '
instructional			☐ Students consistently
duties		☐ Students generally follow	follow routines with minimal
		routines with regular	guidance and prompting.
		guidance and prompting.	
			InTasc: 3d, i, j, k
		InTasc: 3d, k	
0 0 0			
Score for 2c: 1	Comments for 2c:		
Score for 2c: 1	Comments for 2c:		
2d: Managing Student	☐ Candidate does not	☐ Candidate establishes	☐ Candidate collaboratively
	☐ Candidate does not establish positive behavioral	positive behavioral	establishes clear, positive
2d: Managing Student Behavior	☐ Candidate does not establish positive behavioral expectations that are clear to	positive behavioral expectations which are clear	establishes clear, positive behavioral expectations with
2d: Managing Student Behavior Elements:	☐ Candidate does not establish positive behavioral	positive behavioral	establishes clear, positive
2d: Managing Student Behavior Elements: • Expectations	☐ Candidate does not establish positive behavioral expectations that are clear to most students.	positive behavioral expectations which are clear to most students.	establishes clear, positive behavioral expectations with students.
2d: Managing Student Behavior Elements:	☐ Candidate does not establish positive behavioral expectations that are clear to most students. ☐ Candidate reacts to	positive behavioral expectations which are clear to most students. □ Candidate generally reacts	establishes clear, positive behavioral expectations with students. Candidate actively
2d: Managing Student Behavior Elements:	☐ Candidate does not establish positive behavioral expectations that are clear to most students. ☐ Candidate reacts to student behavior in ways that	positive behavioral expectations which are clear to most students. Candidate generally reacts to student misbehavior	establishes clear, positive behavioral expectations with students. Candidate actively monitors student behavior by
2d: Managing Student Behavior Elements: • Expectations • Monitoring of student behavior	☐ Candidate does not establish positive behavioral expectations that are clear to most students. ☐ Candidate reacts to student behavior in ways that are inconsistent,	positive behavioral expectations which are clear to most students. Candidate generally reacts to student misbehavior appropriately and	establishes clear, positive behavioral expectations with students. Candidate actively monitors student behavior by recognizing and supporting
2d: Managing Student Behavior Elements: • Expectations • Monitoring of student behavior • Response to	☐ Candidate does not establish positive behavioral expectations that are clear to most students. ☐ Candidate reacts to student behavior in ways that are inconsistent, inappropriate, and/or	positive behavioral expectations which are clear to most students. Candidate generally reacts to student misbehavior	establishes clear, positive behavioral expectations with students. Candidate actively monitors student behavior by recognizing and supporting positive behaviors and
2d: Managing Student Behavior Elements:	☐ Candidate does not establish positive behavioral expectations that are clear to most students. ☐ Candidate reacts to student behavior in ways that are inconsistent,	positive behavioral expectations which are clear to most students. Candidate generally reacts to student misbehavior appropriately and respectfully.	establishes clear, positive behavioral expectations with students. Candidate actively monitors student behavior by recognizing and supporting positive behaviors and responding to misbehavior
2d: Managing Student Behavior Elements: • Expectations • Monitoring of student behavior • Response to	☐ Candidate does not establish positive behavioral expectations that are clear to most students. ☐ Candidate reacts to student behavior in ways that are inconsistent, inappropriate, and/or	positive behavioral expectations which are clear to most students. Candidate generally reacts to student misbehavior appropriately and	establishes clear, positive behavioral expectations with students. Candidate actively monitors student behavior by recognizing and supporting positive behaviors and responding to misbehavior appropriately and
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	Needs Improvement (1)	Sufficient (2)	Proficient (3)
2e: Organizing Physical Space*	☐ Candidate organizes the physical arrangement of the classroom and classroom	☐ Candidate organizes the physical arrangement of the classroom and classroom	☐ Candidate organizes the physical arrangement of the classroom and classroom
Elements:Safety and accessibility	resources in ways that are unsafe and/or inaccessible for some students.	resources are safe and accessible for most students.	resources are safe and accessible for all students.
 Arrangement of furniture and use of physical 	☐ The physical space is not conducive to learning activities.	☐ The physical space is conducive to most learning activities.	☐ The physical space is conducive to all learning activities.
resources *When evaluating this component, keep in mind the candidate's	☐ Physical resources, including technology, are used in ways that may inhibit student learning.	☐ Physical resources, including technology, are generally used to facilitate student learning.	☐ Physical resources, including technology, are consistently used to facilitate student learning.
ability to control the physical environment is limited to what the CT allows.	Ü	InTasc: 3d, g, m	InTasc: 3d, g, h, m
Score for 2e:	Comments for 2e:		

Domain III: Instruction

	Needs Improvement (1)	Sufficient (2)	Proficient (3)
3a: Communication with Students	☐ Candidate's explanation of the instructional purpose,	☐ Candidate explains the instructional purpose,	☐ Candidate explains the instructional purpose,
With Students	directions, and procedures is	directions, and procedures in	directions, and procedures in
Elements:	unclear and confusing for	ways that are clear to most	ways that are clear to all
Expectations	most students.	students.	students.
for learning			
Directions and	☐ The explanation of content	\square The explanation of content	\square The explanation of content
procedures	and vocabulary has many	and vocabulary is generally	is consistently accurate and
 Explanations 	errors.	accurate.	vocabulary instruction
of content	_	_	extends the students'
Use of oral	☐ Candidate uses oral and	☐ Candidate uses oral and	language acquisition.
and written	written language that may be	written language that is	
language	developmentally	generally developmentally	☐ Candidate uses oral and
	inappropriate.	appropriate.	written language that is
	☐ Candidate uses no specific	☐ Candidate uses some	consistently developmentally appropriate.
	strategies to support the	communication strategies to	арргорпасс.
	communication needs of	support diverse learners.	☐ Candidate consistently
	diverse learners.		uses multiple communication
		InTasc: 5e, h, l	strategies to support diverse
			learners.
			InTasc: 5e, h, l, n
Score for 3a:	Comments for 3a:		
3b: Using Questioning	☐ Candidate only uses	☐ Candidate attempts to use	☐ Candidate consistently
and Discussion	questions/prompts that foster	questions/prompts that foster	uses questions/prompts that
Techniques	lower-level student thinking.	a range from lower-level to	foster a range from lower-
Elements:	☐ Candidate uses discussion	higher-level student thinking.	level to higher-level student thinking.
Quality of	techniques that limit student	☐ Candidate uses discussion	tillikilig.
questions	participation.	techniques that invite most	☐ Candidate uses discussion
Discussion	participation.	students to participate.	techniques that invite all
techniques	☐ Candidate does not	то размения	students to participate.
• Student	provide adequate wait time.	☐ Candidate generally uses	, ,
participation		adequate wait time.	☐ Candidate consistently
	☐ Candidate does not		uses adequate wait time.
	attempt to use techniques	\square Candidate attempts to use	
	that foster student-to-student	techniques that foster	☐ Candidate uses techniques
	interactions.	student-to-student	that foster student-to-student
		interactions.	interactions.
		InTasc: 8d, h, i, k	InTasc: 8a, d, f, h, i, j, k, l
Score for 3b:	Comments for 3b:		

	Needs Improvement (1)	Sufficient (2)	Proficient (3)
3c: Engaging Students	☐ Candidate facilitates	☐ Candidate attempts to	☐ Candidate consistently
in Learning	activities and assignments	facilitate activities and	facilitates activities and
	that are not aligned with	assignments that are	assignments that are aligned
Elements:	instructional outcomes.	generally aligned with	with instructional outcomes,
 Activities and 		instructional outcomes.	support cultural awareness,
assignments	☐ Candidate facilitates		
 Grouping of 	activities and assignments	☐ Candidate attempts to	☐ Candidate consistently
students	that are inappropriate for	facilitate activities and	facilitates activities and
 Instructional 	most students'	assignments that are	assignments that are
materials and	developmental levels.	appropriate for some	appropriate for all students'
resources		students' developmental	developmental levels.
 Structure and 	☐ Candidate does not group	levels.	
pacing	students in ways that support		☐ Candidate groups students
	instructional outcome(s).	☐ Candidate attempts to	in ways that support the
		group students in ways that	instructional outcome(s).
	☐ Candidate uses materials	support the instructional	
	that hinder student	outcome(s).	☐ Candidate consistently
	engagement.		facilitates the lesson using
		☐ Candidate generally	materials that foster student
	☐ Lesson structure and/or	facilitates the lesson using	engagement.
	pacing hinders student	materials that foster student	
	engagement.	engagement.	☐ Candidate consistently
			facilitates the lesson using a
		☐ Candidate generally	recognizable structure with
		facilitates the lesson using a	appropriate pacing.
		recognizable structure with	
		appropriate pacing.	InTasc: 1a, b, d, e, f; 3b, d, h, i, j,
			k, m; 4b, c, d, e, f, g, h, j, k, l, m, n; 5a, b, c, f, g, j, k, l, m, p; 8a, b,
		InTasc: 1a, d; 3d, j, k, m; 4b, c, d, e, f, h, j, k, n; 5b, c, f, j, l; 8a, b, d,	c, d, e, f, g, h, i, j, k, l, m, n, o;
		e, g, h, i, j, m, n, o	MCA 20-1-501
Score for 3c:	Comments for 3c:	-7 37 7 37 7	
3d: Using Assessment	☐ Candidate's	☐ Candidate communicates	☐ Candidate communicates
in Instruction	communication of	general assessment and	clear assessment and
III IIIsti uction	assessment and performance	performance standards to	performance standards that
Elements:	standards is unclear to	students.	students can use to guide
Assessment	students.	students.	their learning.
criteria	students.	☐ Candidate utilizes	their learning.
Monitoring of	☐ Candidate does not	monitoring of some students'	☐ Candidate's progress
student	actively monitor student	learning to support	monitoring consistently
learning	learning during the lesson.	instructional outcomes (use	generates data on all
Feedback to		of technology as appropriate).	students' learning that guides
students	☐ Candidate's feedback	<u> </u>	instruction (use of technology
	provided to students is	☐ Candidate's feedback	as appropriate).
	inaccurate or too general to	provided to students is	
	guide them toward the	generally accurate.	☐ Candidate's feedback
	learning outcomes.	,	provided to students is
		InTasc: 6a, b, d, e, i, j, n, o	consistently accurate, timely,
			and minimizes bias.
			InTasc: 6a, b, c, d, e, g, h, i, j, k, l,
			n, o, p

	Needs Improvement (1)	Sufficient (2)	Proficient (3)
Score for 3d:	Comments for 3d:		
3e: Demonstrating	☐ Candidate adheres to an	\square Candidate attempts to	\square Candidate adjusts the
Flexibility and	instructional plan even when	adjust the lesson, but in a way	lesson efficiently when
Responsiveness	adjustment is clearly needed.	that interrupts the pacing and flow of the learning.	needed.
Elements:	☐ Candidate does not		☐ Candidate responds to
 Lesson 	attempt to respond to	☐ Candidate responds to the	individual students'
adjustment	students' questions, level of	whole group's questions, level	questions, level of interest,
 Response to 	interest, and skill abilities.	of interest, and skill abilities.	and skill abilities.
students			
Persistence	☐ Candidate does not persist in seeking approaches to support students or attributes lack of student learning on extraneous factors outside of the candidate's influence.	☐ Candidate persists in seeking approaches to support students using a limited repertoire of instructional strategies. InTasc: 2a, c; 5c, d, f, h, n; 7l	☐ Candidate persists in seeking approaches to support students using a broad repertoire of instructional strategies and professional collaborations. InTasc: 2a, b, c, e, f, g, h, i, j, k; 5c, d, f, g, h, I, m, n; 7f, j, I, m
Score for 3e:	Comments for 3e:	I	/-//0////////

Domain IV: Professional Responsibilities

Domain IV: Professional F	Responsibilities		
	Needs Improvement (1)	Sufficient (2)	Proficient (3)
4a: Reflecting on	☐ The candidate does not	☐ Candidate has a generally	☐ Candidate accurately
Teaching	accurately assess the	accurate impression of the	assesses the lesson's
	effectiveness of the lesson	lesson's effectiveness and	effectiveness and provides
Elements:	and has no ideas about how	provides general ideas on how	multiple and specific ideas on
 Accuracy 	the lesson could be improved.	the candidate can improve	how the candidate can
 Use in future 		their professional practice.	improve their professional
teaching			practice.
		InTasc: 9b, c, g,	
			InTasc: 9b, c, g, k
Score for 4a:	Comments for 4a:		
Goal 1:			
Goal 2:			
Godi Z.			